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ABSTRACT

The chapters in this collection explore the role technology will play in education in the 21st century. Educators, information specialists, program designers, and researchers discuss issues, trends, and problems in online technology and its potential to reenergize the educational system. The chapters are: (1) "The Web in Education: Asset or Liability?" (Cleborne D. Maddux and D. LaMont Johnson); (2) "Supporting Critical Thinking in Interactive Learning Environments" (Carol B. MacKnight); (3) "Considerations for Designing Web-Based Programs" (Pamela T. Northrup and Karen Rasmussen); (4) "Designing Online Education Courses" (Guglielmo Trentin); (5) "Using the Internet To Deliver Higher Education: A Cautionary Tale about Achieving Good Practice" (Steven J. Coombs and Jillian Rodd); (6) "Internet and World Wide Web Usage in an Institution of Higher Learning" (Lorraine Sherry); (7) "The Internet Learning Forum: Developing a Community Prototype for Teachers of the 21st Century" (Eric Reynolds, Diana Treahy, Chin-chi Chao, and Sasha Barab); (8) "Implementation and Adaptation Experiences with a WWW-Based Course Management System" (Wim de Boer and Betty Collis); (9) "Structuring Communications To Facilitate Effective Teaching and Learning Online" (Chris Hughes and Lindsay Hewson); (10) "Information Equals Knowledge, Searching Equals Learning, and Hyperlinking Is Good Instruction: Myths about Learning from the World Wide Web" (Susan Colaric and David Jonassen); (11) "Developing a Web-Enhanced, Televised Distance Education Course: Practices, Problems, and Potential" (Christine O. Cheney, Michael M. Warner, and Diann N. Laing); (12) "Using Web-Based Cases To Enhance, Extend, and Transform Pre-Service Teacher Training: Two Years in Review" (Curtis J. Bonk, Katrina Daytner, Gary Daytner, Vanessa Dennen, and Steve Malikowski); (13) "Using Cognitive Flexibility Hypertext To Develop Sexual Harassment Cases" (Douglas M. Harvey, Veronica M. Godshalk, and William D. Milheim); (14) "A Case Study in Online Interaction To Enhance Graduate Instruction in English Literature" (Lucio Teles, Mary Ann Gillies, and Stacy Ashton); and (15) "Description of a Web-Driven, Problem-Based Learning Environment and Study of the Efficacy of Implementation in Educational Leader Preparation" (Christine Mayer, Dale Musser, and Herbert Remidez). Each chapter contains references. An index is also included. (SLD)

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